

# CalServe Developmental Partnership Local Program Evaluation Plan, 2003-2004

## *Section Sample*

The example below describes how an applicant might evaluate one of the proposed intermediate-outcome indicators for Section 2, **High-Quality Service-Learning** (*2b. Assessing Student Learning*). The evaluation of this outcome indicator is based on a cemetery restoration project where students in a high school U.S. history class develop a self-guided tour brochure and do a clean-up of the cemetery. The indicator is evaluated by using data collected through student reflections and the self-guided tour brochure (these resulting products are “outputs”). Using Form E, Local Program Evaluation Plan, applicants must provide a similar program evaluation plan for each of the outcome indicators in the five sections of the narrative proposed by the applicant.

<b>Section 2 – High-Quality Service-Learning</b>				Timeline
Intermediate-Outcome Indicators (Benefits to Participants or Community)	Data Collection from Output Indicators (Results)	Personnel	Program Evaluation Process	Timeline
<b>2b. Student Assessment</b> <i>Students will learn the academic and civic content standards being delivered through the service-learning activity.</i> <i>(e.g., History/Social Science 11.11.7: Explain how the federal, state, and local governments have responded to demographic and social changes ... and 11.3.1: Describe the contributions of various religious groups to American civic principles and social reform movements.)</i>	<p>Data collection will consist of the production of student journals from guided reflection questions and of a self-guided tour brochure. Both products will provide the student with an opportunity to demonstrate his/her knowledge of the academic content standards and how the needs of those served have been met.</p>	<p>At least two U.S. history teachers using service-learning</p> <p>Evaluator</p>	<p>The teacher will assess if the students have learned the academic and civic content standards of the unit by comparing the students' reflection journal and brochure against an assessment rubric. Compile results.</p> <p>The evaluator will conduct focus group interviews with students and teachers and review results of student assessments. Analyze results.</p> <p>The coordinator will use the results from the evaluation to inform program implementation related to high-quality service-learning.</p>	<p>Beginning through end of unit being taught using service-learning.</p> <p>Culmination of the unit.</p> <p>As units are completed and results are available.</p>